

✍️ WRITING CONTINUUM

Preconventional Ages 3-5	Emerging Ages 4-6	Developing Ages 5-7	Beginning Ages 6-8	Expanding Ages 7-9
<ul style="list-style-type: none"> 📄 Relies primarily on pictures to convey meaning. 📄 Begins to label and add “words” to pictures. 📄 Writes first name. 📁 Demonstrates awareness that print conveys meaning. ✍️ Makes marks other than drawing on paper (scribbles). 😊 Writes random recognizable letters to represent words. 😊 Tells about own pictures and writing. 	<ul style="list-style-type: none"> 📄 Uses pictures and print to convey meaning. 📄 Writes words to describe or support pictures. 📄 Copies signs, labels, names, and words (environmental print). 📁 Demonstrates understanding of letter/sound relationship. ✍️ Prints with upper case letters. ✍️ Matches letters to sounds. ✍️ Uses beginning consonants to make words. ✍️ Uses beginning and ending consonants to make words. 😊 Pretends to read own writing. 😊 Sees self as writer. 😊 Takes risks with writing. 	<ul style="list-style-type: none"> 📄 Writes 2-3 sentences about a topic. 📄 Writes names and familiar words. 📁 Generates own ideas for writing. ✍️ Writes from top to bottom, left to right, and front to back. ✍️ Intermixes upper and lower case letters. ✍️ Experiments with capitals. ✍️ Experiments with punctuation. ✍️ Begins to use spacing between words. ✍️ Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words. ✍️ Spells words on the basis of sounds without regard for conventional spelling patterns. ✍️ Uses beginning, middle, and ending sounds to make words. 😊 Begins to read own writing. 	<ul style="list-style-type: none"> 📄 Writes a full page about a topic. 📄 Writes about observations and experiences. 📄 Writes short nonfiction pieces (simple facts about a topic) with guidance. 📁 Chooses own writing topics. ✂️ Reads own writing and notices mistakes with guidance. ✂️ Revises by adding details with guidance. ✍️ Uses spacing between words consistently. ✍️ Forms most letters legibly. ✍️ Writes pieces that self and others can read. ✍️ Uses phonetic spelling to write independently. ✍️ Spells simple words and some high frequency words correctly. ✍️ Begins to use periods and capital letters correctly. 😊 Shares own writing with others. 	<ul style="list-style-type: none"> 📄 Writes short fiction and poetry with guidance. 📄 Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance. 📁 Writes with a central idea. 📁 Writes using complete sentences. 📁 Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance. 📁 Begins to recognize and use interesting language. ✂️ Uses several pre-writing strategies (e.g., web, brainstorm) with guidance. ✂️ Listens to others’ writing and offers feedback. ✂️ Begins to consider suggestions from others about own writing. ✂️ Adds description and detail with guidance. ✂️ Edits for capitals and punctuation with guidance. ✂️ Publishes own writing with guidance. ✍️ Writes legibly. ✍️ Spells most high frequency words correctly and moves toward conventional spelling. 😊 Identifies own writing strategies and sets goals with guidance.
Bridging Ages 8-10	Fluent Ages 9-11	Proficient Ages 10-13	Connecting Ages 11-14	Independent
<ul style="list-style-type: none"> 📄 Writes about feelings and opinions. 📄 Writes fiction with clear beginning, middle, and end. 📄 Writes poetry using carefully chosen language with guidance. 📄 Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance. 📁 Begins to use paragraphs to organize ideas. 📁 Uses strong verbs, interesting language, and dialogue with guidance. ✂️ Seeks feedback on writing. ✂️ Revises for clarity with guidance. ✂️ Revises to enhance ideas by adding description and detail. ✂️ Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance. ✂️ Edits for punctuation, spelling, and grammar. ✂️ Publishes writing in polished format with guidance. ✍️ Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly. ✍️ Uses commas and apostrophes correctly with guidance. 😊 Uses criteria for effective writing to set own writing goals with guidance. 	<ul style="list-style-type: none"> 📄 Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies). 📄 Develops stories with plots that include problems and solutions with guidance. 📄 Creates characters in stories with guidance. 📄 Writes poetry using carefully chosen language. 📁 Begins to experiment with sentence length and complex sentence structure. 📁 Varies leads and endings with guidance. 📁 Uses description, details, and similes with guidance. 📁 Uses dialogue with guidance. ✂️ Uses a range of strategies for planning writing. ✂️ Adapts writing for purpose and audience with guidance. ✂️ Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance. ✂️ Incorporates suggestions from others about own writing with guidance. ✂️ Edits for punctuation, spelling, and grammar with greater precision. ✂️ Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance. 😊 Develops criteria for effective writing in different genres with guidance. 	<ul style="list-style-type: none"> 📄 Writes persuasively about ideas, feelings, and opinions. 📄 Creates plots with problems and solutions. 📄 Begins to develop the main characters and describe detailed settings. 📄 Begins to write organized and fluent nonfiction, including simple bibliographies. 📁 Writes cohesive paragraphs including reasons and examples with guidance. 📁 Uses transitional sentences to connect paragraphs. 📁 Varies sentence structure, leads, and endings. 📁 Begins to use descriptive language, details, and similes. 📁 Uses voice to evoke emotional response from readers. 📁 Begins to integrate information on a topic from a variety of sources. ✂️ Begins to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions). ✂️ Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently. ✂️ Selects and publishes writing in polished format independently. ✍️ Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately. 😊 Begins to set goals and identify strategies to improve writing in different genres. 	<ul style="list-style-type: none"> 📄 Writes in a variety of genres and forms for different audiences and purposes independently. 📄 Creates plots with a climax. 📄 Creates detailed, believable settings and characters in stories. 📄 Writes organized, fluent, and detailed nonfiction independently, including bibliographies with correct format. 📁 Writes cohesive paragraphs including supportive reasons and examples. 📁 Uses descriptive language, details, similes, and imagery to enhance ideas independently. 📁 Begins to use dialogue to enhance character development. 📁 Incorporates personal voice in writing with increasing frequency. 📁 Integrates information on a topic from a variety of sources independently. 📁 Constructs charts, graphs, and tables to convey information when appropriate. ✂️ Uses pre-writing strategies effectively to organize and strengthen writing. ✂️ Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently. ✂️ Includes deletion in revision strategies. ✂️ Incorporates suggestions from others on own writing independently. ✍️ Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy. 	<ul style="list-style-type: none"> 📄 Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format. 📄 Writes cohesive, fluent, and effective poetry and fiction. 📁 Uses a clear sequence of paragraphs with effective transitions. 📁 Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing). 📁 Weaves dialogue effectively into stories. 📁 Develops plots, characters, setting, and mood (literary elements) effectively. 📁 Begins to develop personal voice and style of writing. ✂️ Revises through multiple drafts independently. ✂️ Seeks feedback from others and incorporates suggestions in order to strengthen own writing. ✂️ Publishes writing for different audiences and purposes in polished format independently. ✂️ Internalizes writing process. ✍️ Uses correct grammar (e.g., subject/verb agreement and verb tense) consistently. 😊 Writes with confidence and competence on a range of topics independently. 😊 Perseveres through complex or challenging writing projects independently. 😊 Sets writing goals independently by analyzing and evaluating own writing.

READING CONTINUUM

Preconventional Ages 3-5	Emerging Ages 4-6	Developing Ages 5-7	Beginning Ages 6-8	Expanding Ages 7-9
<ul style="list-style-type: none"> Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites. Shows interest in reading signs, labels, and logos (environmental print). Recognizes own name in print. <input checked="" type="checkbox"/> Holds book and turns pages correctly. <input checked="" type="checkbox"/> Shows beginning/end of book or story. <input checked="" type="checkbox"/> Knows some letter names. Listens and responds to literature. Comments on illustrations in books. Participates in group reading (books, rhymes, poems, and songs). 	<ul style="list-style-type: none"> Memorizes pattern books, poems, and familiar books. Begins to read signs, labels, and logos (environmental print). Demonstrates eagerness to read. <input checked="" type="checkbox"/> Pretends to read. <input checked="" type="checkbox"/> Uses illustrations to tell stories. <input checked="" type="checkbox"/> Reads top to bottom, left to right, and front to back with guidance. <input checked="" type="checkbox"/> Knows most letter names and some letter sounds. <input checked="" type="checkbox"/> Recognizes some names and words in context. <input checked="" type="checkbox"/> Makes meaningful predictions with guidance. Rhymes and plays with words. Participates in reading of familiar books and poems. Connects books read aloud to own experiences with guidance. 	<ul style="list-style-type: none"> Reads books with simple patterns. Begins to read own writing. Begins to read independently for short periods (5-10 minutes). Discusses favorite reading material with others. <input checked="" type="checkbox"/> Relies on illustrations and print. <input checked="" type="checkbox"/> Uses finger-print-voice matching. <input checked="" type="checkbox"/> Knows most letter sounds and letter clusters. <input checked="" type="checkbox"/> Recognizes simple words. <input checked="" type="checkbox"/> Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words. <input checked="" type="checkbox"/> Begins to make meaningful predictions. <input checked="" type="checkbox"/> Identifies titles and authors in literature (text features). Retells main event or idea in literature. Participates in guided literature discussions. Sees self as reader. Explains why literature is liked/disliked during class discussions with guidance. 	<ul style="list-style-type: none"> Reads simple early-reader books. Reads harder early-reader books. Reads and follows simple written directions with guidance. Identifies basic genres (e.g., fiction, nonfiction, and poetry). Uses basic punctuation when reading orally. Reads independently (10-15 minutes). Chooses reading materials independently. Learns and shares information from reading. <input checked="" type="checkbox"/> Uses meaning cues (context). <input checked="" type="checkbox"/> Uses sentence cues (grammar). <input checked="" type="checkbox"/> Uses letter/sound cues and patterns (phonics). <input checked="" type="checkbox"/> Recognizes word endings, common contractions, and many high frequency words. <input checked="" type="checkbox"/> Begins to self-correct. Retells beginning, middle, and end with guidance. Discusses characters and story events with guidance. Identifies own reading behaviors with guidance. 	<ul style="list-style-type: none"> Reads easy chapter books. Chooses, reads, and finishes a variety of materials at appropriate level with guidance. Begins to read aloud with fluency. Reads silently for increasingly longer periods (15-30 minutes). <input checked="" type="checkbox"/> Uses reading strategies appropriately, depending on the text and purpose. <input checked="" type="checkbox"/> Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words. <input checked="" type="checkbox"/> Increases vocabulary by using meaning cues (context). <input checked="" type="checkbox"/> Self-corrects for meaning. <input checked="" type="checkbox"/> Follows written directions. <input checked="" type="checkbox"/> Identifies chapter titles and table of contents (text organizers). Summarizes and retells story events in sequential order. Responds to and makes personal connections with facts, characters, and situations in literature. Compares and contrasts characters and story events. "Reads between the lines" with guidance. Identifies own reading strategies and sets goals with guidance.
Bridging Ages 8-10	Fluent Ages 9-11	Proficient Ages 10-13	Connecting Ages 11-14	Independent
<ul style="list-style-type: none"> Reads medium level chapter books. Chooses reading materials at appropriate level. Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy). Reads aloud with expression. <input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance. <input checked="" type="checkbox"/> Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance. <input checked="" type="checkbox"/> Gathers and uses information from graphs, charts, tables, and maps with guidance. <input checked="" type="checkbox"/> Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. <input checked="" type="checkbox"/> Demonstrates understanding of the difference between fact and opinion. <input checked="" type="checkbox"/> Follows multi-step written directions independently. Discusses setting, plot, characters, and point of view (literary elements) with guidance. Responds to issues and ideas in literature as well as facts or story events. Makes connections to other authors, books, and perspectives. Participates in small group literature discussions with guidance. Uses reasons and examples to support ideas and opinions with guidance. 	<ul style="list-style-type: none"> Reads challenging children's literature. Selects, reads, and finishes a wide variety of genres with guidance. Begins to develop strategies and criteria for selecting reading materials. Reads aloud with fluency, expression, and confidence. Reads silently for extended periods (30-40 min.). <input checked="" type="checkbox"/> Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information. <input checked="" type="checkbox"/> Gathers information using the table of contents, captions, glossary, and index (text organizers) independently. <input checked="" type="checkbox"/> Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. Generates thoughtful oral and written responses in small group literature discussions with guidance. Begins to use new vocabulary in different subjects and in oral and written response to literature. Begins to gain deeper meaning by "reading between the lines." Begins to set goals and identifies strategies to improve reading. 	<ul style="list-style-type: none"> Reads complex children's literature. Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance. Develops strategies and criteria for selecting reading materials independently. <input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. <input checked="" type="checkbox"/> Gathers and analyzes information from graphs, charts, tables, and maps with guidance. <input checked="" type="checkbox"/> Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance. <input checked="" type="checkbox"/> Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently. Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing). Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft. Begins to generate in-depth responses in small group literature discussions. Begins to generate in-depth written responses to literature. Uses increasingly complex vocabulary in different subjects and in oral and written response to literature. Uses reasons and examples to support ideas and conclusions. Probes for deeper meaning by "reading between the lines" in response to literature. 	<ul style="list-style-type: none"> Reads complex children's literature and young adult literature. Selects, reads, and finishes a wide variety of genres independently. Begins to choose challenging reading materials and projects. <input checked="" type="checkbox"/> Integrates nonfiction information to develop deeper understanding of a topic independently. <input checked="" type="checkbox"/> Begins to gather, analyze, and use information from graphs, charts, tables, and maps. Generates in-depth responses and sustains small group literature discussions. Generates in-depth written responses to literature. Begins to evaluate, interpret, and analyze reading content critically. Begins to develop criteria for evaluating literature. Seeks recommendations and opinions about literature from others. Sets reading challenges and goals independently. 	<ul style="list-style-type: none"> Reads young adult and adult literature. Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry). Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms) Reads challenging material for pleasure independently. Reads challenging material for information and to solve problems independently. Perseveres through complex reading tasks. <input checked="" type="checkbox"/> Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently. Analyzes literary devices (e.g., metaphors, imagery, irony, and satire). Contributes unique insights and supports opinions in complex literature discussions. Adds depth to responses to literature by making insightful connections to other reading and experiences. Evaluates, interprets, and analyzes reading content critically. Develops and articulates criteria for evaluating literature. Pursues a widening community of readers independently.